

## CONTENT AREA: Writing

### GRADE LEVEL: 11

#### Standard Descriptions:

The grade 11 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specifics—that together define the skills and understandings that all students must demonstrate.

Blue: Standards 1 through 3 (TEST WINDOW 1)

Yellow: Standards 4 through 6 (TEST WINDOW 2)

Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing as needed by planning,

	revising, editing, rewriting, or trying a new approach.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade Level/ Content Area	Alternate K-PREP Aligned to KCAS for Writing	KCAS Standard
<b>HS Writing Grade 11</b>	<b>W-HS-11.1</b>  Create or communicate real experiences by engaging and orienting the reader by establishing a singular point of view, introducing characters, organizing a sequence of events that unfolds naturally and logically, using dialogue, description and pacing to develop experiences and characters, using a variety of transition words and phrases to create a coherent whole, using precise words and phrases, descriptive details and sensory language to capture the action and experiences and develop settings and characters and provide a reasonable conclusion and reflect on the experiences.	<b>(Wri.3)</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (a.) Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (b.) Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters. (c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (d.) Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. (e.) Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

	<b>W-HS-11.2</b>  Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	<b>(Wri.4)</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
	<b>W-HS-11.3</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting and focusing on what is most significant for a specific purpose and audience.	<b>(Wri.5)</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	<b>W-HS-11.4</b>  Use technology including the internet to produce, publish and update shared writing products including new arguments and information.	<b>(Wri.6)</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	<b>W-HS-11.5</b>  Gather relevant information from multiple print and digital sources: use advanced searches effectively; assess the usefulness and credibility of each source in terms of the task, purpose and audience; integrate information selectively to maintain flow of ideas, avoiding plagiarism.	<b>(Wri.8)</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
	<b>W-HS-11.6</b>	<b>(Wri.7)</b> Conduct short as well as more sustained

	<p>Conduct short as well as more sustained research projects to answer a question or solve a problem; broaden the inquiry when appropriate; demonstrating understanding of the subject under investigation.</p>	<p>research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
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